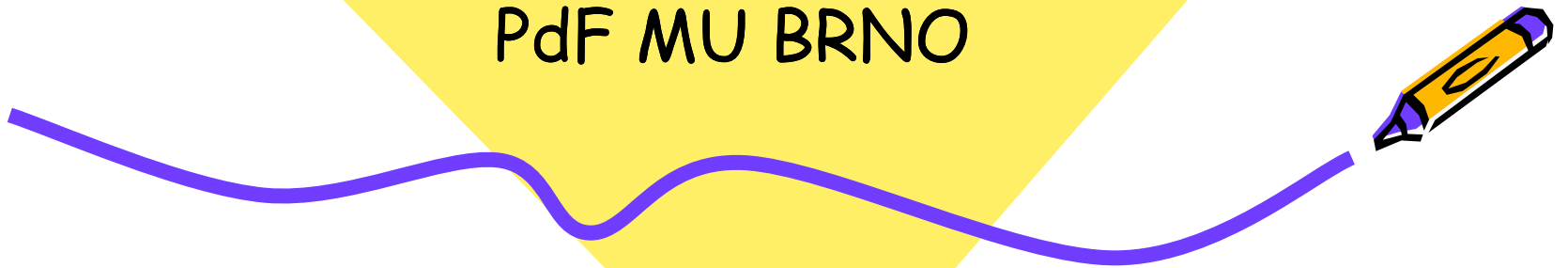
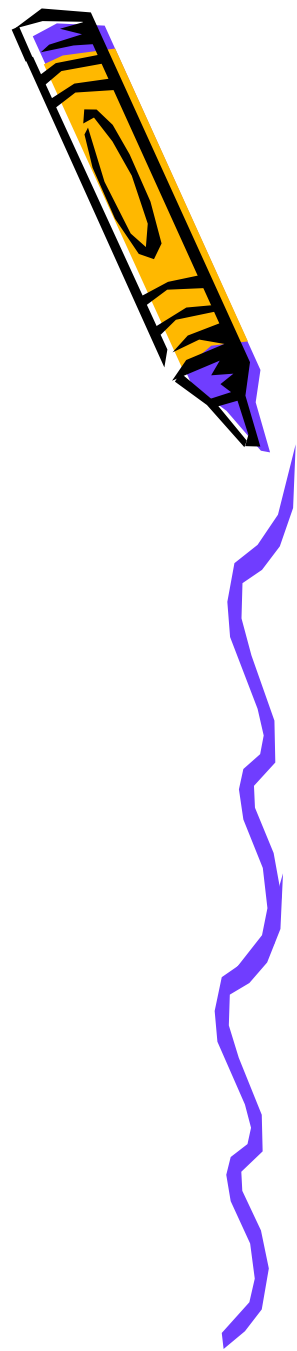


Respecting children at czech kindergartens

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Summary of presentation

1. Theoretical bases
2. Findings of research
3. Conclusions



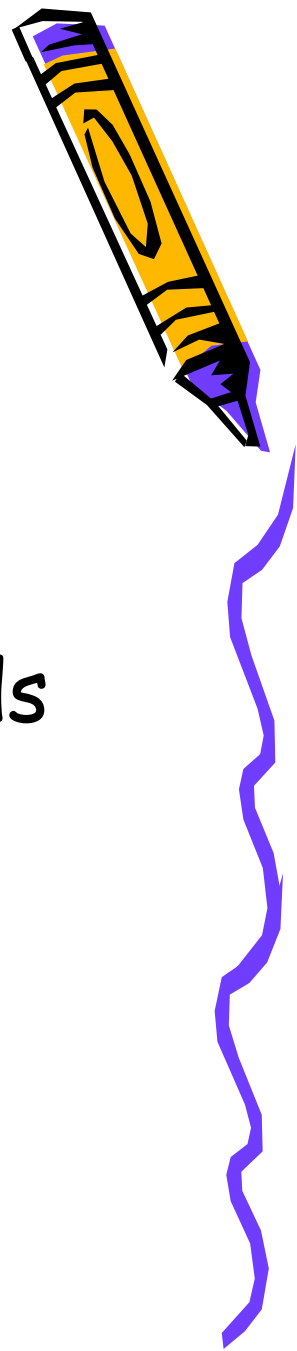
1. Theoretical bases

Humanistic philosophy

→ turn for the child

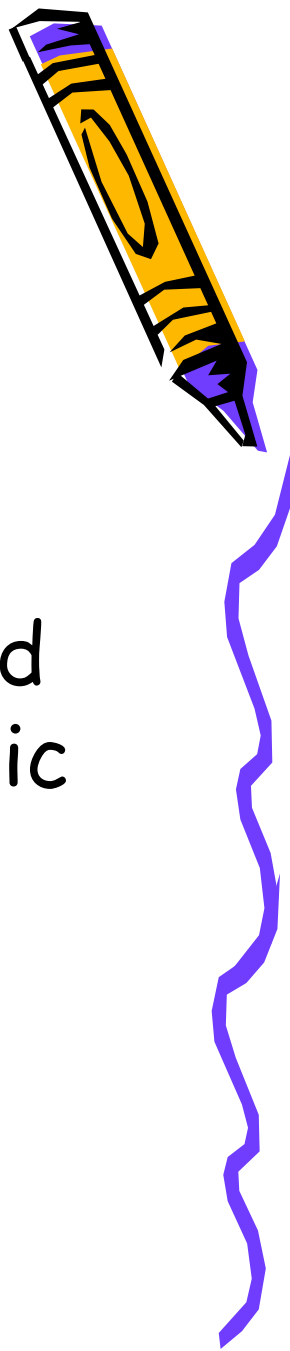
Pedagogy is aimed at children's needs and possibilities.

Children's needs and possibilities =
background for development of
children's potentials.

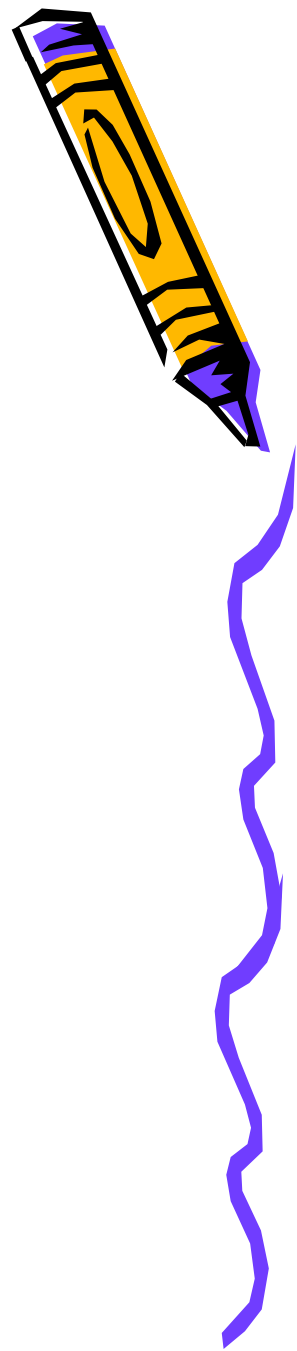


Part of humanism education is
Individualization

→ start from respect for the child
and esteem of the child and empathic
centralization in the child.

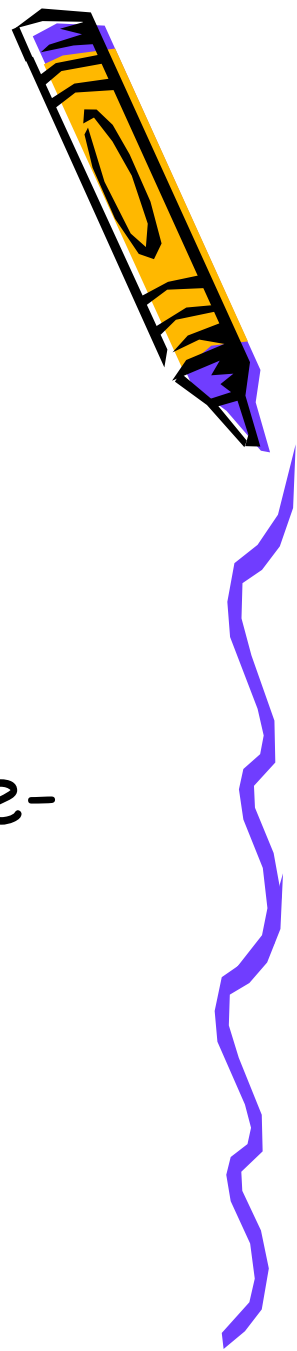


- Respect for child ~~≠~~ submissivity of adult, adult's addaptation.
- Respekt for child = talk to child, to get to know child better, to understand a child.

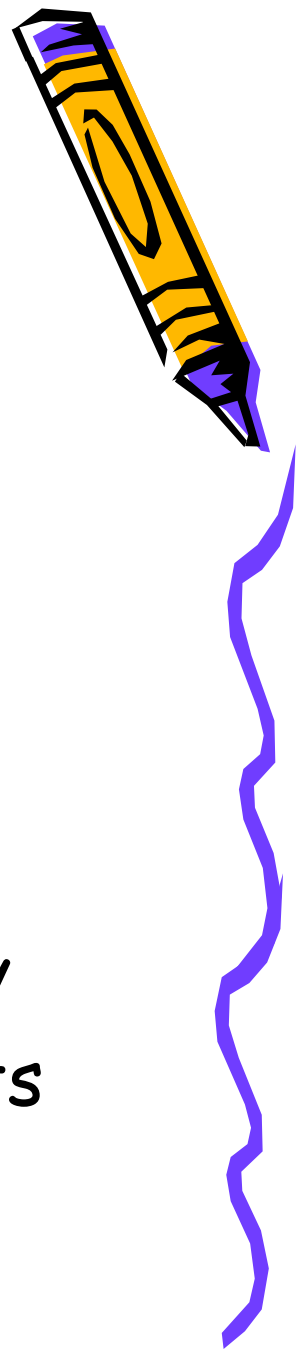


Request of Czech Law

- School law
- Regulation number 14/2005 about pre-primary education
- Frame Educational Program for Pre-primary Education



Frame Educational Program for Pre-primary Education



Specifies these conditions:

- To set up rules of co-existence
- Empathetic and helpfull teacher
- Teracher, who offers activities and children can choose
- Teacher, who promotes independency
- Teacher, who cooperates with parents





All documents including the Frame Educational Program head the pre-primary education to the humanistic of school and to the creating the base of the key competence of the democratic citizen.

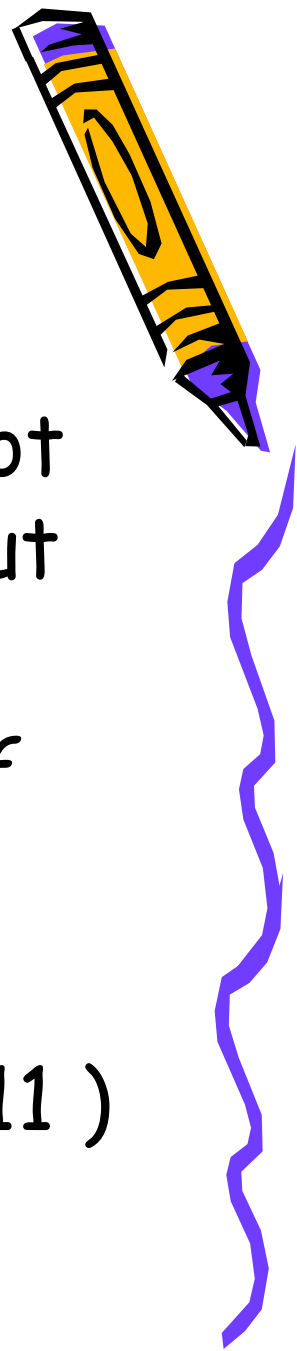
What is the reality that is another question.

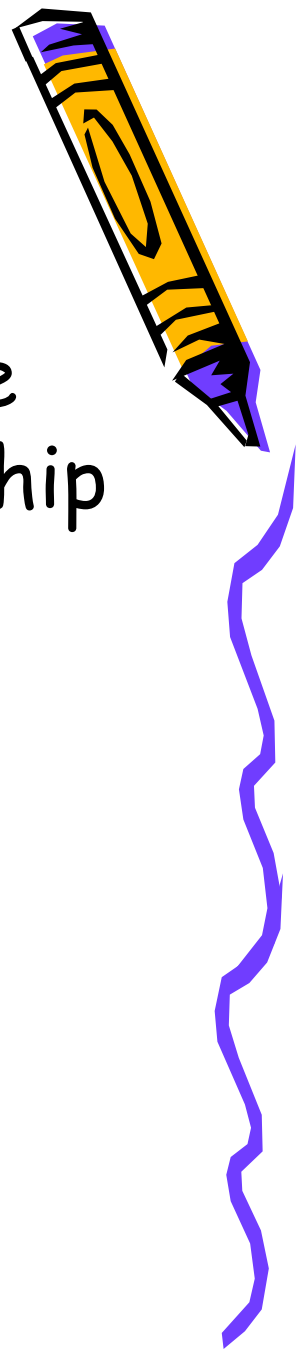


2. Findings of research

- Czech findings of researches do not give us too much informations about running reform.
- Advanc study *Analysis of issues of pedagogical reserches focused on preprimary education since 2000*

(Najvarová, Syslová, 2011)



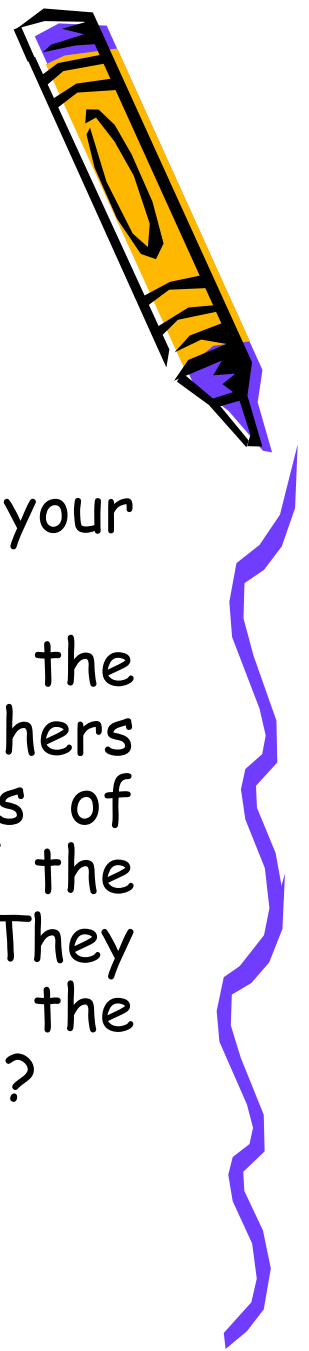


Main aim of research:

- How do preschool teachers change the way of their work to partnership with children and their parents?
- How do preschool teachers communicate with parents about their children's development?



Questionnaire with three open questions



- What does "to respect a child" mean to you?
- State a concrete example, which would prove your respect to a child.
- How do you fulfil the following demand of the Framework Educational Programme: „Teachers regularly inform parents on the progresses of their child as well as the individual steps of the child in his/her development and learning. They negotiate common progress regarding the education of a child with the child's parents" ?





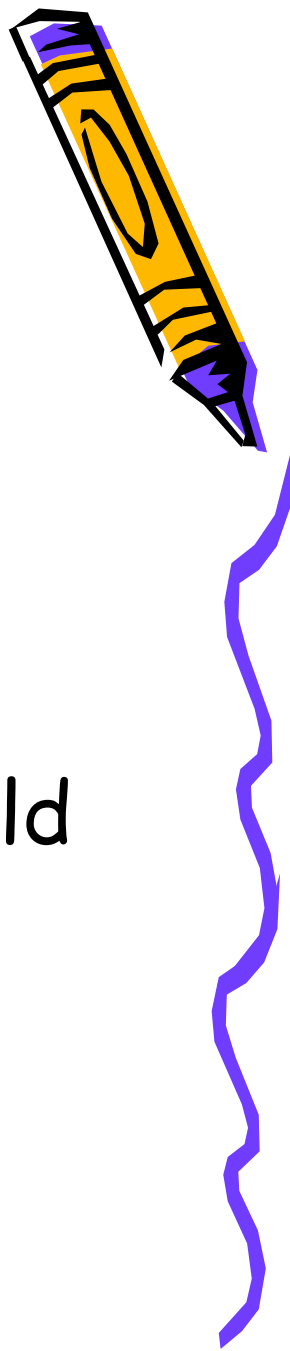
- 47 teachers
- 17 faculty kindergartens, which provide the pedagogical practice for students of preprimary education



1. question

Categories of respect:

- Esteem
- Empathy
- See problems from the view of child
- Cooperation between child and teacher



Teachers said:



Teacher A: „It means to know esteem of child, don't underestimate child's problems."

Teacher B: „No authority!"

Teacher C: „It is nesenary to cooperate with children and to have partnership."





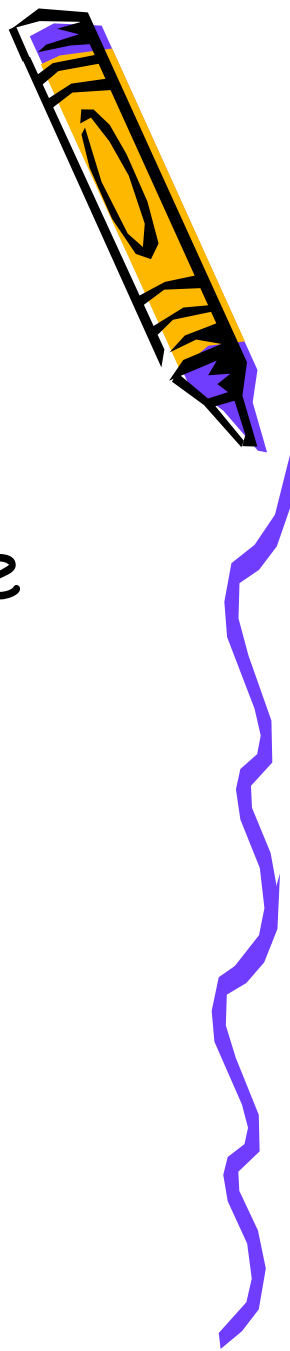
- Teacher D: „To ask for child's responsibility.“
- Teacher E: „Let the child finishes his work without pressure. We have to respect the child individuality in his opportunities and possibilities.“
- Teacher F: „Don't compare!“



2. question

Two different categories:

- Partnership as friend authoritative approach
- Partner approach



Friend authoritative approach



Emphasis on filling of teacher's intentions

- Teacher D: „I know one boy. At first he watches other children drawing, other day he wants to join us, after our discussion and we make agreement, that he will draw as well.“



Partner approach

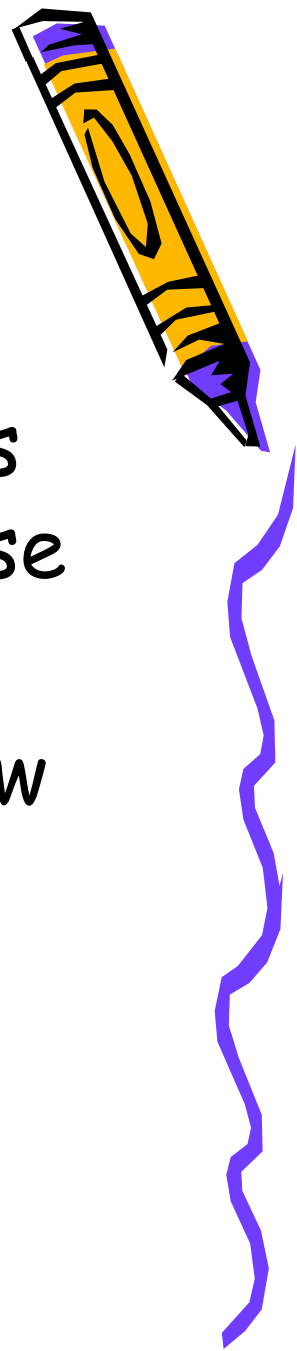


Connection with teoretical categories from 1. question: child independency, responsibility.

- Teacher A: „I let child to finish his work, while other children are getting dressed in changing room.“
- Teacher E: „I let child to choose, when he wants to get rest, when and how he wants to play...”



3. question



Teachers are used to inform parents about children development in these ways:

- The most frequently daily interview „at the door“
- Regularly meetings (3 times per year)





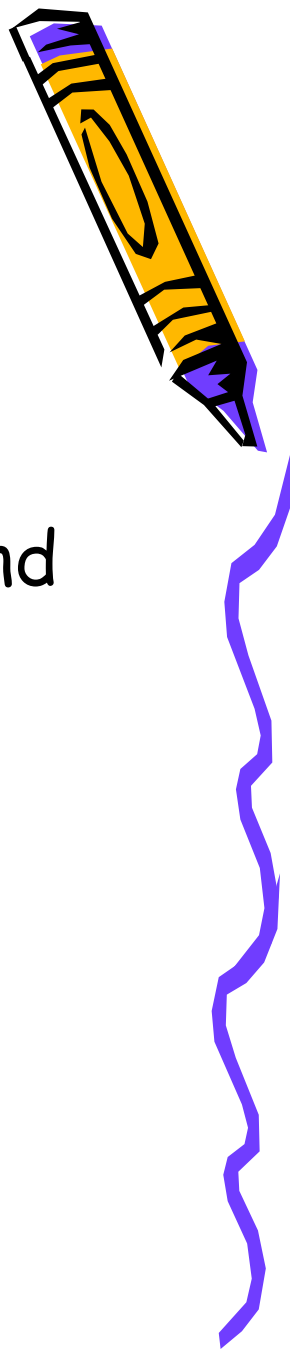
- „speaking hours“ once per month
- Interview with parents before their child attends school
- Writing messages
- Activities for children, parents and teachers



3. Conclusions

Positives:

- Tendency of new approach to child and finding new forms of communication with parents
- School inspection evaluated kindergartens during visits as well-worked.





Negatives:

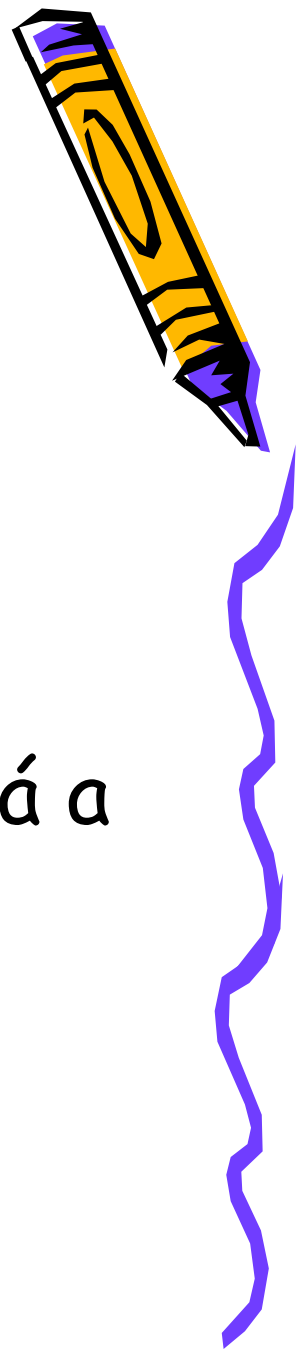
- Unacceptable form (at the door), because of quality of information (airy information)
because of ethics (it is non ethical to speak about one child's development in front of others childrens' parents)





Speculation: We can expect that there are a lot of kindergartens with authoritative approach to child and low individualization.





It is confirmed by these studies:

- Annual register of Czech school inspection (2009)
- Analyses of white papers (Straková a kol., 2009)
- Notice of monitoring of preschool reform (VÚP, 2011)



In comparison with the long-term, we can say for centuries, used authoritative approach we cannot be surprised that partner behaviour is still not the prevailing trend in Czech schools.



THANK YOU
FOR YOUR
ATTENTION

